

Education Cabinet

Kentucky Board of Education

Department of Education

(Amendment)

704 KAR 3:305. Minimum requirements for high school graduation.

RELATES TO: KRS 156.160(1)(a), (c), 158.6451

STATUTORY AUTHORITY: KRS 156.070, 156.160(1)(a), (c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.160 requires the Kentucky Board of Education to adopt administrative regulations relating to the courses of study for the different grades and the minimum requirements for high school graduation. The content standards for the courses of study are described in the program of studies, 704 KAR 3:303. This administrative regulation establishes the minimum requirements necessary for entitlement to a high school diploma, including the requirements beginning with the graduating class of 2010 [~~2002~~].

Section 1. Until the graduating class of 2010 [~~2002~~], each student in a common school shall complete an Individual Graduation Plan which incorporates emphasis on career development and shall have a total of at least twenty-two (22) [~~twenty (20)~~] credits for high school graduation. Those credits shall include the following minimum requirements:

(1) Language arts - four (4) credits (including English I, II, III, and IV) [4];

(2) Social studies – three (3) credits (to incorporate U.S. History, Economics, Government, World Geography, and World Civilization); ~~[2-(including one (1) credit in U.S. History).]~~

(3) Mathematics – three (3) credits (including Algebra I, Geometry, and one (1) elective as provided in the program of studies, 704 KAR 3:303) ~~[3];~~

(4) Science – three (3) credits (including life science, physical science, and earth and space science as provided in the program of studies, 704 KAR 3:303) ~~[2];~~

(5) Health – one-half (1/2) credit ~~[1/2];~~

(6) Physical education – one-half (1/2) credit ;~~[1/2,]~~

(7) History and appreciation of visual and performing arts (or another arts course which incorporates this content) - one (1) credit; and

(8) [(7)] Electives – seven (7) credits ~~[8].~~

Section 2. (1) Beginning with the graduating class of 2010 ~~[2002]~~, each student in a common school shall ~~[complete an individual graduation plan which incorporates emphasis on career development and shall]~~ have a total of at least twenty-two (22) credits for high school graduation. Those credits shall include the content standards as provided in the program of studies, 704 KAR 3:303. Additional standards based learning experiences shall align to the student's Individual Graduation Plan and shall consist of standards-based content. The required credits and demonstrated competencies shall include following minimum requirements: ~~[the following minimum requirements]~~

(a) Language arts - four (4) credits to include the content strands of reading, writing, speaking, listening, observing, inquiry, and using technology as a communication tool.

Language arts shall be taken each year of high school; ~~[(including English I, II, III, and IV)]~~

(b) Social studies - three (3) credits to include the content strands of historical perspective, geography, economics, government and civics, and culture and society ~~[(to incorporate U.S. History, Economics, Government, World Geography, and World Civilization)]~~;

(c) Mathematics – three (3) credits to include the content strands of number and computation, geometry and measurement, probability and statistics, and algebraic ideas and including the following minimum requirements:

1. One mathematics course taken each year of high school to ensure readiness for postsecondary education or the workforce based on the student's Individual Graduation Plan;

2. Required courses shall include: ~~[(including]~~ Algebra I, Geometry and Algebra II. An integrated, applied, interdisciplinary or technical/occupational course that prepares a student for a career path based on the student's individual graduation plan and provides for continuous learning of mathematical concepts may be substituted for Algebra II; and

3. Prealgebra shall not be counted as one of the three required mathematics credits for high school graduation. ~~[and one (1) elective as provided in the program of studies, 704 KAR 3:303)]~~

(d) Science - three (3) credits that shall incorporate lab-based scientific investigation experiences and include the content strands of biological science, physical science, ~~[and]~~ earth and space science, and unifying concepts ~~[as provided in the program of studies, 704 KAR 3:303)]~~;

(e) Health - one-half (1/2) credit to include the content strands of individual well-being, consumer decision, personal wellness, mental wellness, and community services;

(f) Physical education - one-half (1/2) credit to include the content strands of personal wellness, psychomotor, and lifetime activity;

(g) History and appreciation of visual and performing arts (or another arts course which incorporates this content) – one (1) credit to include the content strands of arts, dance, music, theatre, and visual arts or a standards-based specialized arts course based on the student's Individual Graduation Plan;

(h) Academic and career interest standards based learning experiences [Electives] – seven (7) credits including four (4) standards-based learning experiences in an academic or career interest based on the student's Individual Graduation Plan; and,

(i) Demonstrated performance based competency in technology.

(2) A local board of education may substitute an integrated, applied, interdisciplinary or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060. If a substitution is made, a rationale and course description shall be filed with the Department of Education.

(3) For students with disabilities, a local board of education may substitute a functional, integrated, applied, interdisciplinary or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060. If a substitution is made, a rationale and course description shall be filed with the Department of Education.

1 Section 3. (1) A district shall implement an advising and guidance process throughout the
2 middle and high schools to provide support for the development and implementation of
3 an Individual Graduation Plan for each student. The plan shall include career
4 development and awareness and specifically address Vocational Studies Academic
5 Expectations 2.36-2.38 as established in Academic Expectations, 703 KAR 4:060.

6 (2) A district shall develop a method to evaluate the effectiveness and results of the
7 Individual Graduation Plan process. The evaluation method shall include input from
8 students, parents and school staff. As part of the evaluation criteria, the district shall
9 include indicators related to the status of the student in the twelve months following the
10 date of graduation.

11 (3) A feeder middle school and a high school shall work cooperatively to ensure that each
12 student and parent shall receive information and advising regarding the relationship
13 between education and career opportunities. Advising and guidance shall include
14 information about financial planning for postsecondary education.

15 (4) A school shall maintain each student's Individual Graduation Plan. The Individual
16 Graduation Plan shall be readily available to the student and parent and reviewed and
17 approved at least annually by the student, parents, and school officials.

18 (5) Beginning with a student's eighth grade year, the Individual Graduation Plan shall set
19 learning goals for the student based on academic and career interests and shall identify
20 required academic courses, electives, and extracurricular opportunities aligned to the
21 student's postsecondary goals. The school shall use information from the Individual
22 Graduation Plans about student needs for academic and elective courses to plan academic
23 and elective offerings.

(6) Beginning with the graduating class of 2013, the development of the Individual Graduation Plan for each student shall begin by the end of the 6th grade year and shall be focused on career exploration and related postsecondary education and training needs.

Section 4. (1) A board of education may award credit toward high school graduation for satisfactory demonstration of learning based on content as described in the program of studies, 704 KAR 3:303, and rigorous performance standards established by the school. A school shall establish performance descriptors and evaluation procedures to determine if the content and performance standards have been met.

(2) A board of education may award credit toward high school graduation based on:

(a) A standards-based Carnegie unit credit that shall consist of at least one hundred twenty hours of instructional time in one subject; and,

(b) A standards-based performance-based credit that shall consist of satisfactory demonstration of clearly identified performance standards, regardless of the number of instructional hours in the subject.

(c) Standards-based credit earned by a student enrolled in grade five, six, seven or eight if:

1. The content of the course is the same that is established in the program of studies, 704 KAR 3:303; and

2. The district has criteria in place to make a reasonable determination that the middle level student is capable of success in the high school course.

(3) Districts shall establish policies for performance-based credit systems that include, at a minimum:

1 (a) The procedures for developing performance-based credit systems and for amending
2 the system;

3 (b) The conditions under which each high school may grant performance-based credits
4 and the related performance descriptors and assessments;

5 (c) Objective grading and reporting procedures;

6 (d) Addresses content standards as addressed in 704 KAR 3:303, program of studies, and
7 703 KAR 4:060, academic expectations;

8 (e) The extent to which state-provided assessments will be used in the local performance-
9 based credit system; and,

10 (f) The ability for students to demonstrate proficiency and earn credit for learning
11 acquired outside of school or in prior learning.

12 (4) A board of education may award standards-based performance-based credit toward
13 high school graduation for:

14 (a) Standards-based course work that constitutes satisfactory demonstration of learning in
15 a course that the student failed to earn credit for when the course was taken previously;

16 (b) Standards-based portfolios, senior year or capstone projects;

17 (c) Standards-based online or other technology mediated courses;

18 (d) Standards-based dual credit or other equivalency courses; and

19 (e) A standards-based internship, cooperative learning experience, or other supervised
20 experience in the school and the community.

21 (5) [(4)] A local board of education shall maintain a copy of its [~~local~~] policy on high
22 school graduation requirements.

(a) This policy shall include a description of how the requirements address KRS 158.6451(1)(b) and 703 KAR 4:060.

~~[1. If a high school does not have a school council, this description shall be provided by the local board.~~

~~2. If a high school does have a school council, this description shall be provided by the school council to the local board of education.~~

~~(b) A letter of assurance of compliance and a copy of the local policy from the local board of education and school council shall be submitted to the Department of Education by the local board. If the local board or school council amends its policy, a letter of assurance of compliance referencing the amendments shall be filed with the Department of Education by the local board].~~

Section 6 [3]. (1) A student who satisfactorily completes the requirements of this administrative regulation and additional requirements as may be imposed by a local board of education shall be awarded a graduation diploma.

(2) The local board of education shall award the diploma.

Section 7 [4]. This administrative regulation shall not be interpreted as prohibiting a local governing board, superintendent, principal or teacher from awarding special recognition to a student.

Section 8 [5]. If the severity of an exceptional student's disability precludes a course of study leading to receipt of a diploma, an alternative program shall be offered. This program shall be based upon student needs, as specified in the individual educational program [plan], and shall be reviewed at least annually. A student who completes this

- 1 course of study shall be recognized for achievement. This may be accomplished by the
- 2 local board of education awarding a certificate of achievement.